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BOOK REVIEWS

An English Garner. Arber's English Reprints.

THE Macmillan Co., having recently become the American agents for Professor Arber's works, published in England by Archibald Constable & Co., this remarkable series is now brought to the attention of students and scholars in this country. (For a list of the series see SCHOOL REVIEW, January, 1896). The *English Garner* is so far out of the way of the usual anthology that one might easily, from the name, be quite mistaken in the content. The sub-title "Ingatherings from our History and Literature" is quite inadequately descriptive. This is not a choice selection of favorite extracts from poets and historians whose complete works are in print, but perhaps too costly for us to buy, it is rather a great storehouse of original material for the study of history and literature. The *Garner* is made up of complete reprints of poems and prose extracts from the earlier years of English literature, all of which are out of print, and very many of which can be found nowhere else, the reprints being made from exceedingly rare copies. It comprises six substantial volumes, entirely of material of this kind. All mechanical excellencies of printing have been nicely regarded.

The value of such a collection to the serious student of literature cannot easily be exaggerated. Nor is its value much less to the student of history. It is the fashion, and a good fashion it is, to teach both these subjects now, so far as possible, by constant reference to the sources. Here are sources innumerable, easily accessible, and of the most interesting and valuable kind. To advanced students the work must be indispensable, while to the beginner in literature it will afford endless stimulus and interest. The series of reprints carries out more completely the idea underlying the *Garner*. In the reprints more extended works are put each in a separate volume, with the antique forms and spelling carefully preserved. Not all authors in those days were good spellers, a fact which our teachers will probably not think well to emphasize. The reprints are quite inexpensive, and could very well be introduced in the class room.

With this collection at hand a much more attractive and scientific study of literature than now prevails might easily be introduced into the schools. One set in the school library would be quite sufficient for a school of moderate size. The period could be studied with constant references from the teacher to these sources, which the students would find delight in verifying. The possibilities of such work have not been realized, in the study of English literature at least, for the lack of material. Now with such a rare collection so easily available it hardly admits of doubt that many teachers will be eager to try a method that is so full of promise, and so thoroughly in accord with the best practice in other fields. At least it will be well worth the while of every teacher of literature to send for a descriptive catalogue of Professor Arber's works, and to consider seriously whether they cannot and ought not to be used in the way indicated. C. H. THURBER

The Elements of Chemistry. By PAUL C. FREER. Boston: Allyn & Bacon.

THE following is from the author's preface: "The methods of teaching beginners now very generally in use do not make prominent what is *essential* in the science. I have endeavored to familiarize the pupil with the general aspects of chemical changes, using only a few of the most important elements and compounds for the purposes of illustration; the work is *quantitative*, both in the text and in the laboratory appendix. . . . The atomic theory is not introduced until the pupil has sufficient chemical experience to comprehend its meaning and advantages, and until he thoroughly understands that *theories are based on facts*, not facts on theories. The theory of valence I have only briefly touched upon, as it is not necessary for an understanding of Elementary Chemistry. . . . Chemical equations I have avoided as much as possible, because I wished to give them only the relative importance which belongs to them. The too frequent use of these equations may lead to the view that all reactions that can be formulated must in reality take place. . . . The domain of so-called Physical Chemistry can no longer be ignored in work of this kind. For this reason I have introduced some of the simple general facts . . . notably under the head of electrolysis and double decomposition."

Thus far the author. His performance fully and intelligently carries out his purpose. This plainly was to teach the *laws* of chemistry,